Reflective Blog Activity

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Descriptions of methodologies (strategies) that you may implement with this population.

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There are many ways to reach and teach students. There are hundreds of strategies that you can use. The strategies you implement are going to change from class to class because every student is different and teachers have to do what’s best for the class that they have at the time. That might mean that if there are more than one ELL in a classroom then the teacher may have to come up with different strategies for each student.

The first thing we have to consider when we think of strategies for ELL students is comprehensible input and output. Comprehensible input is basically what the student is taking in. The students must be able to understand the message that the teacher is conveying. Stephen Krasher pitched this hypothesis, and he states that language is not “soaked up”. The teacher must provide new material that builds off the knowledge the student already knows. It is important to understand that an ELL student is not going to understand something if the teacher is just standing in front of the class lecturing. An ELL student needs some sort of help or support. In the input hypothesis, it is understood that the teachers must not present materials in ways that are tied to language. Some examples of strategies that are not tied to language are visuals, objects, manipulatives, modeling, gesturing, and charts. Comprehensible output is basically what an ELL student is able to produce. In this hypothesis, it states that students need to practice language at their level of English language competency. Comprehensible output is just as important as comprehensible input. Cooperative learning groups are a major way for new learners of English to receive plenty of understandable input and output. In these groups, there is more opportunity for oral practice and for repetition of content information as peers help new learners of English negotiate meaning.

Some other important strategies you could reach ELL students with is active viewing sheets, guided reading procedure (GRP), realia, graphic organizers, anchor charts, word wall, word banks, and many more. An active viewing sheet is any kind of worksheet or graphic organizer you give to a student to complete while they are reading or being read to. A guided reading procedure (GRP) requires students to gather information and organize it around important ideas. Realia is any object or material from everyday life that you could use while teaching. A graphic organizer is a visual display that depicts the relationship between facts, terms, and ideas within a learning task. An anchor chart is any poster in a classroom that assists students in some way. A word wall is a place in a classroom that has common words posted to benefit student success. A word bank is mostly used for when an assignment has fill in the blank and the words are provided. It is important for students that are ELL to have this so they can complete the assignment.

I’ve listed and explained many strategies to meet ELL students. I think most of these strategies will help ELL students be successful. But as a future teacher, I think you have to do a little more. I think you have to make an affective learning environment above all else. There are three main variables to make an affective learning environment for ELL students. The three variables are low-anxiety learning environment, self-confidence, and self-esteem. An ELL student needs to be in an environment where they feel accepted. Once the student feels accepted, they will be more likely to learn or take risks. Also, in this kind of environment they will not be afraid to make a mistake because they know they will not be ridiculed. My goal as a future teacher is to put these strategies and environment in place in my classroom so every student has an equal chance of success.